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ABSTRACT
         This study was conducted to identify those books in
the discipline of student personnel and in fields of study closely
related to student personnel which Chief Student Affairs Officers
(CSAOs) and heads of student personnel preparation programs listed as
being most important for students in master's degree programs to
read. Questionnaires were completed by 58 heads of preparation
programs and 45 CSAOs. For the heads of preparation programs, the
book chosen most often, "Student Services: A Handbook for the
Profession," was selected by 30 of the respondents (50.85%). Only 3
books were chosen by 20 percent or more of the this group of
respondents, who collectively named 44 different books. "Student
Services: A Handbook for the Profession" was also the book most often
chosen by CSAOs. Again, only three books were chosen by 20 per cent
or more of the CSAOs and a total of 43 books were chosen by this
group. By all respondents put together (a total of 103) 64 different
books were chosen. Except for the "Student Services" book there
appeared to be a great variety of opinions concerning the student
personnel books which the profession believed master's degree
students in student personnel should read. This diversity occurred
not only between heads of preparation programs and CSAOs, where the
differences may be accounted for by the diversity between theory and
practice, but also within each of these groups. (NB)

Student Personnel Books

Master's Degree Students Should Be Reading

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Introduction

The student personnel profession has not been able to identify as much common ground for preparation of new professionals as some other professions. The development of criteria for master's degree level preparation programs by the Council for the Advancement of Standards (CAS, 1986) is encouraging; however, even as expressed in the CAS standards there is only a small core of preparation which applies to all new professionals. The literature in student personnel abounds with the opinions of individuals and commissions concerning the preparation of student personnel professionals (Knock, 1977; APGA,1969; Delworth & Hanson,1980).

One of the components of student personnel that has not been extensively studied is the basic reading in the professional literature with which the professionals-in-training should be familiar. The media through which most new professionals learn the basic knowledge, concepts and theories of the profession is books! Certainly, this base is enhanced through reading other professional literature, discussions with professionals, attendance at professional conferences and experience. But it is mostly through books that the first concepts and theories upon which to build throughout one's professional career are learned. Knowledge concerning the level of agreement within the profession about such basic student personnel literature might add to the discussion within the profession dealing with professional preparation.

The problem for this study was to identify those books in the discipline of student personnel and in fields of study closely related to student personnel which Chief Student Affairs Officers(CSAO) and heads of student personnel preparation programs listed as being most important for students in master's degree programs to read. Only that portion of this research which deals with books in student personnel is presented in this discussion. Secondary

research problems included comparing the listings of the heads of the preparation programs based on the emphasis of the program (administration, counseling, and student development), whether or not the program met ACPA Commission XII standards for preparation programs. .

Methodology

The heads of student personnel preparation programs were identified by using the Directory of Graduate Preparation Programs in College Student Personnel (Keim & Graham, 1987). A data base was developed which included various demographic and programmatic information. All programs listed in the directory were used , except the one with which the researcher was affiliated, which totaled 115 programs.

A computer generated random sample of 115 four year public colleges and universities in the United States was taken from the National Center for Higher Education Statistics 1985-1986 computer institutional directory tape and included the name and address of each institution. The Higher Education Directory 1987 (Forregrosa) was then used to identify the name and title of each of the chief student affairs officers. The survey instrument was a very simple one page questionnaire that was divided into two parts: (1) demographic information; and (2) request for a listing of three books in the discipline of student personnel which respondents believed all master's level professionals-in-training must read, including the name of the author, title, name of the publisher and date.

The mailings included a cover letter, the survey instrument and a self-addressed, stamped return envelope. A follow-up letter and a second questionnaire were mailed to all non-respondents. Each book listed by a respondent as a student personnel book was entered with no attempt by the researcher to evaluate the appropriateness of the selection. The book lists were checked through the university library's online computer catalog system and through professional resources in the university library to verify all titles.

Results

The usable return rate for the total sample was 45% (103 out of 230), with a usable

return rate of 50% (58 out of 115) for the heads of preparation programs and a usable return

rate of 39% (45 out of 115) for the CSAOs. Several instruments were returned with book

lists attached or with the demographic information but no books listed.

The data presented in Table 1 are a list of the ten books which received the highest number

of choices by the heads of preparation programs and the ten books which received the highest

number of choices by CSAOs. Since each respondent had three choices, the percentages do not

add up to 100 percent. For the heads of preparation programs the book chosen most often

(50.85%), Student Services: A Handbook for the Profession. was selected by 30 of the

respondents, but the books ranked last were selected by only 7 of the respondents. The

frequency of choices declined rapidly. Only the top three books were chosen by 20 percent or

more of the respondents. A total of 44 different books were named of which 19 were chosen by

only one respondent and 11 were chosen by only 2 respondents.

As with the heads of preparation programs, Student Services: A Handbook for the

Profession was most often chosen by CSAOs. There are only three books which were chosen by

20 percent or more of the respondents. The CSAOs choose 43 books with frequency ranging

from 24 to 1.

Student Services: A Handbook for the Profession was rank order number one for both

groups. Out of the 15 books which comprise the two lists there were only three books that were

within one rank order placement between the two groups. There were three books in the top

ten rank order by the heads of preparation programs which did not appear in the top ten rank

order of the CSAOs. Likewise, of the top ten rank order books chosen by the CSAOs five did not

appear on the top ten rank order list of the heads of preparation programs.

In the ACPA directory is a list of the programs which meet the ACPA Commission XII standards for preparation programs. The data presented in Table 2 are organized to compare the responses of heads of preparation programs which meet Commission XII standards with responses of heads of programs which do not meet by Commission XII standards. The books presented in the table are the ten books chosen most often by the total respondents with the data concerning the percent of respondents presented for the two groups. Student Services: A Handbook for the Profession heads the list for both groups; however, none of the other books have the same rank order for both groups. Only for one other book, The Modern American College ,is within one rank order placement between the two groups. The respondents from programs which meet Commission XII standards chose a total of 25 different books and those from programs not meeting Commission XII standard selected a total of 34 different books.

Information concerning each institution's student personnel preparation program curricular emphasis was gathered from the ACPA directory and collated with information collected by the questionnaire. In cases where multiple program emphases were listed the first was used. The programs were categorized as administration, counseling and student development. Data concerning the comparisons of book choices by heads of preparation programs based on program emphasis are presented in Table 2. The books used for comparison are the top ten chosen by the total respondents. Again Student Services: A Handbook for the Profession is first in rank order by all three groups and again little other agreement is seen. For only one other book is the rank order placement within one between administration and counseling or between counseling and student development. There are four books within one rank order placement between administration and student development.

Discussion and Conclusions

Clearly Student Services: A Handbook for the Profession is the book chosen most often as

one which professionals-in-training should read with over 51 percent of the total respondents including it within their choices. Two other books were chosen by more than 20 percent of the respondents, Administration and Leadership in Student Affairs (23%) and The Modern American College (22%). From the total 104 respondents 64 different books were chosen.

There appears to be a great variety of opinions concerning the student personnel books which the profession believes master's degree students in student personnel should read. This diversity occurs not only between heads of preparation programs and CSAOs, which may be accounted for by the diversity between theory and practice, but also within each of these groups.

Within the heads of preparation programs group there were important differences based on program emphasis, which may indicate the relationship between books to be read and the differing curricular structures of the program types. There also seems to be an important difference in selection of books depending on whether or not the program met ACPA Commission XII standards for preparation programs. Perhaps this does suggest that those programs which meet Commission XII standards are different from those not meeting Commission XII standards in more ways than just the Commission's criteria.

Only one book, Student Services: A Handbook for the Profession, was chosen by a majority of the respondents as important for student personnel professionals-in-training to read. The book must be considered a very important contribution to the preparation of future professionals regardless of program emphasis. The fact that the book chosen by so many of the respondents is an introductory book may help to define the level of generalized acceptance of professional concepts. Only agreement on rather surface level conceptual professional literature was apparent. Perhaps the book was chosen because it is the only relatively current publication which addresses all areas of the profession. Because of its being comprehensive, it

addresses items of interest and concern to all professionals.

Once <u>Student Services: A Handbook for the Profession</u> is accounted for, agreement declines

rapidly. In most categories of respondents there is a mix of developmentally oriented books and

administratively oriented books.

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Table 1

Rank Order and Percentage Distribution of Student Personnel Books Chosen Most Often by Heads of Student Personnel Preparation Programs Compared With Those Chosen Most Often by Chief Student Affairs Officers

Book Titles	Head of Programs % of Respondents (N=59)	CSAO % of Respondents (N=45)
Student Services: A Handbook for the Profession	50.85	53.33
The Modern American College	25.42	17.78
Administration and Leadership in Student Affairs	22.03	24.44
Education and Identity	16.95	11.11
Four Critical Years	15.25	8.89
Student Affairs: A Profession's Heritage	15.25	**
Applying New Developmental Findings	13.56	8.89
Student Development in Higher Education	13.56	11.11
College Student Personnel Services	11.86	**
College: The Undergraduate Experience in America	11.86	**
Developing Effective Student Services Programs	*	22.22
The Future of Student Affair	*	15.56
Pieces of Eight	*	11.11
College Student Personnel Administration	*	8.89
Managing Student Affairs Programs	*	8.89

* = Book not selected within top ten rank order by heads of programs

** = Book not selected within top ten rank order by CSAO

Table 2

Percent of Respondents Choosing Top Ten Rank Order Professional Books According to Whether
the Programs Meet ACPA Commission XII Standards and According to Program Emphasis

Book Titles	Commission XII Standards		Program Emphasis		
	Met	Not Met	Admin	Couns	Stud Dev
	(N=25)	(N=34)	(N=9)	(N=12)	(N=38)
Student Services: A Handbook					
For the Profession	60.00	44.12	44.44	50.00	50.00
The Modern American College	28.00	23.53	0.00	33.33	28.95
Administration and Leadership in					
Student Affairs	12.00	29.41	22.22	33.33	15.79
Education and Identity	16.00	17.65	11.11	8.33	21.05
Four Critical Years	8.00	20.59	22.22	16.67	13.16
Student Affairs: A Profession's Heritage	20.00	11.76	22.22	0.00	15.79
Applying New Developmental Findings	20.00	8.82	22.22	0.00	15.79
Student Development in Higher Education	20.00	8.82	0.00	8.33	18.42
College Student Personnel Services	12.00	11.76	11.11	25.00	7.89
College: The Undergraduate Experience					
in America	20.00	5.88	33.33	8.33	7.89